



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2008
Code: 11551406
SAU: South Portland School Dept
School: Dora L Small Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9
English Language Arts – Writing Results	10-12

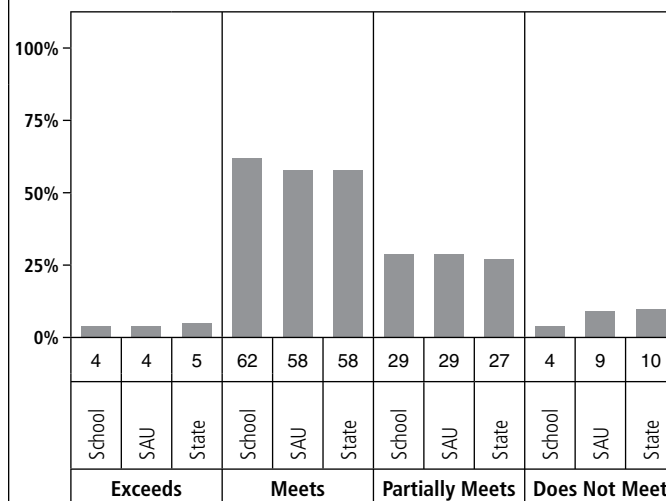
SUMMARY OF SCORES

Test Date: March 2008
Grade: 5
SAU: South Portland School Dept
School: Dora L Small Elementary School

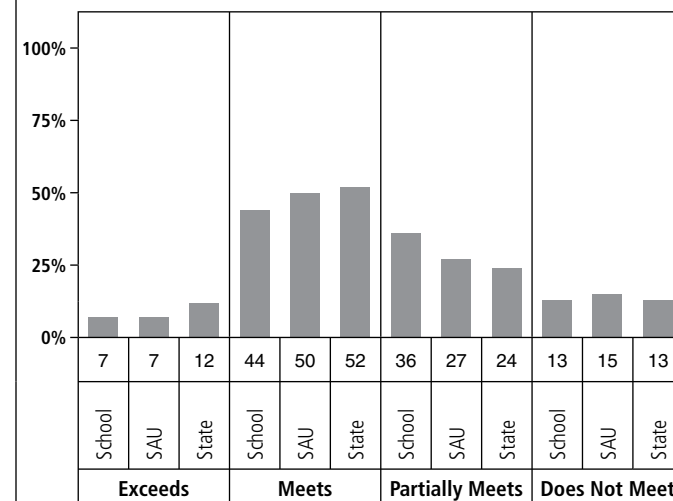
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	545	545	544
2006–2007	550	545	544
2007–2008	546	545	545
Cum. Avg. *	547	545	544
Mathematics			
2005–2006	544	542	543
2006–2007	547	544	546
2007–2008	543	543	546
Cum. Avg. *	545	543	545
ELA – Writing			
2005–2006			
2006–2007	541	541	541
2007–2008	537	538	538
Cum. Avg. *			

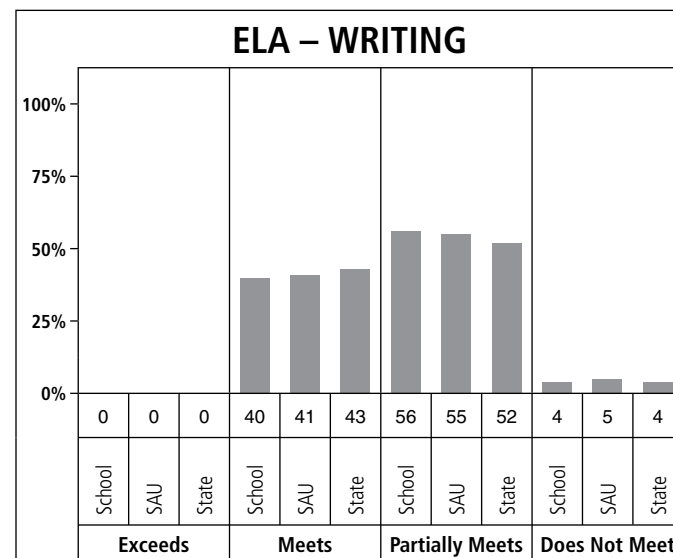
ELA – READING



MATHEMATICS



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 5
SAU: South Portland School Dept
School: Dora L Small Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics												ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	47	100	219	100	14240	100	47	100	219	100	14157	100	47	100	219	100	14156	100							47	100	217	99	14107	99
Ethnicity African American/Black	3	6	9	4	404	3	3	100	9	100	396	98	3	100	9	100	398	99							3	100	9	100	388	96
American Indian or Native Alaskan	0	0	1	0	118	1	0	0	1	100	118	100	0	0	1	100	118	100							0	0	1	100	118	100
Asian or Pacific Islander	0	0	4	2	201	1	0	0	4	100	199	99	0	0	4	100	199	99							0	0	4	100	197	98
Hispanic	1	2	11	5	178	1	1	100	11	100	170	97	1	100	11	100	174	99							1	100	9	82	171	97
Caucasian/White	43	91	194	89	13339	94	43	100	194	100	13274	100	43	100	194	100	13267	100							43	100	194	100	13233	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							0	0	0	0	0	0
Identified disability	11	23	43	20	2555	18	11	100	43	100	2528	99	11	100	43	100	2526	99							11	100	43	100	2507	99
Current LEP	0	0	13	6	337	2	0	0	13	100	328	97	0	0	13	100	334	99							0	0	11	85	323	96
Economically disadvantaged	15	32	73	33	5574	39	15	100	73	100	5528	99	15	100	73	100	5531	99							15	100	71	97	5504	99
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100							0	0	0	0	5	100

MODE OF PARTICIPATION ³	ELA–Reading						Mathematics												ELA–Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	38	81	167	76	11042	78	36	77	165	75	11006	77							36	77	165	75	11127	78
Identified disability (PET/IEP)	3	8	3	2	396	4	2	6	2	1	404	4							2	6	2	1	447	4
LEP	0	0	5	3	144	1	0	0	5	3	141	1							0	0	5	3	147	1
504 plan	0	0	0	0	134	1	0	0	0	0	133	1							0	0	0	0	136	1
Participation with accommodations	7	15	47	21	2974	21	9	19	51	23	3014	21							9	19	49	22	2845	20
Identified disability (PET/IEP)	6	86	37	79	1996	67	7	78	38	75	1986	66							7	78	38	78	1925	68
LEP	0	0	5	11	175	6	0	0	7	14	189	6							0	0	5	10	172	6
504 plan	1	14	1	2	76	3	1	11	1	2	77	3							1	11	1	2	74	3
Other	0	0	5	11	766	26	1	11	6	12	801	27							1	11	6	12	710	25
Participation through alternate assessment (PAAP)	2	4	3	1	136	1	2	4	3	1	136	1							2	4	3	1	135	1
Identified disability (PET/IEP)	2	100	3	100	136	100	2	100	3	100	136	100							2	100	3	100	135	100
LEP	0	0	1	33	4	3	0	0	1	33	4	3							0	0	1	33	4	3
504 plan	0	0	0	0	1	1	0	0	0	0	1	1							0	0	0	0	1	1
Approved non-participation in reading – 1st year LEP	0	0	2	1	5	0																		
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	23	0							0	0	0	0	27	0
Non-participation – other	0	0	0	0	64	0	0	0	0	0	61	0							0	0	2	1	106	1

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 5
SAU: South Portland School Dept
School: Dora L Small Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	3	6	8	4	721	5
	2006-2007	4	9	12	5	702	5
	2007-2008	2	4	8	4	659	5
	Cum. Total*	9	7	28	4	2082	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	27	54	132	61	7571	53
	2006-2007	33	77	131	57	7730	55
	2007-2008	28	62	124	58	8195	58
	Cum. Total*	88	64	387	59	23496	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	19	38	60	28	4343	30
	2006-2007	6	14	65	28	4182	30
	2007-2008	13	29	62	29	3800	27
	Cum. Total*	38	28	187	28	12325	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	1	2	16	7	1628	11
	2006-2007	0	0	22	10	1419	10
	2007-2008	2	4	20	9	1362	10
	Cum. Total*	3	2	58	9	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	30.4	63.3	29.4	61.3	29.2	60.8
Literary Text	24	50	15.6	65.0	15.1	62.9	15.0	62.5
Informational Text	24	50	14.8	61.7	14.2	59.2	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: South Portland School Dept
 School: Dora L Small Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	45	2	4	28	62	13	29	2	4	546	214	4	58	29	9	545	14016	5	58	27	10	545
Ethnicity																						
African American/Black	3										8	0	38	38	25	538	388	1	39	34	26	538
American Indian or Native Alaskan	0										1						116	0	44	45	11	541
Asian or Pacific Islander	0										4						197	5	64	23	8	546
Hispanic	1										9	0	56	44	0	544	167	2	47	37	14	542
Caucasian/White	41	2	5	26	63	11	27	2	5	546	192	4	59	28	9	545	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	3	33	4	44	2	22	540	40	0	25	40	35	535	2392	0	26	42	31	536
No	36	2	6	25	69	9	25	0	0	547	174	5	66	26	3	547	11624	6	65	24	5	547
Current LEP																						
Yes	0										10	0	40	60	0	541	319	1	36	34	29	537
No	45	2	4	28	62	13	29	2	4	546	204	4	59	27	10	545	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	13	0	0	7	54	5	38	1	8	543	68	0	46	40	15	540	5454	2	48	35	15	541
No	32	2	6	21	66	8	25	1	3	547	146	5	64	24	7	547	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	45	2	4	28	62	13	29	2	4	546	214	4	58	29	9	545	14011	5	58	27	10	545
Gender																						
Female	23	2	9	17	74	4	17	0	0	548	101	5	60	27	8	546	6766	7	62	24	8	546
Male	22	0	0	11	50	9	41	2	9	543	113	3	56	31	11	544	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1751	1	35	44	21	538
No	45	2	4	28	62	13	29	2	4	546	214	4	58	29	9	545	12265	5	62	25	8	546
Gifted/talented program																						
Yes	5	2	40	3	60	0	0	0	0	559	21	29	71	0	0	559	464	27	71	2	1	557
No	40	0	0	25	63	13	33	2	5	544	193	1	56	32	10	543	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: South Portland School Dept
 School: Dora L Small Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										1	0	33	33	33	535	5	2	42	34	22	540
B. less than one hour	60	2	8	19	73	5	19	0	0	548	61	4	62	24	9	545	66	5	60	27	9	545
C. one to two hours	40	0	0	9	53	7	41	1	6	544	36	4	59	31	5	546	26	5	61	26	8	546
D. more than two hours	0										2	0	0	50	50	529	2	3	42	32	23	540
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	28	1	8	9	75	2	17	0	0	550	26	9	70	9	11	549	31	7	63	23	7	547
B. They match some of what I have learned.	53	0	0	17	74	5	22	1	4	546	57	2	64	28	7	545	55	4	61	27	8	545
C. They match just a little of what I have learned.	16	1	14	2	29	4	57	0	0	542	15	3	32	52	13	541	11	2	42	37	19	540
D. There is no match.	2	0	0	0	0	1	100	0	0	540	2	0	0	80	20	531	3	1	30	38	31	536
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	30	2	15	8	62	3	23	0	0	550	35	8	67	16	8	548	30	10	68	16	6	549
B. good	51	0	0	14	64	7	32	1	5	544	51	2	59	33	6	545	53	3	59	29	9	544
C. fair	19	0	0	6	75	2	25	0	0	545	13	0	41	37	22	539	15	1	41	40	18	539
D. poor	0										1	0	33	33	33	539	2	0	23	38	39	534
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	14	0	0	3	50	3	50	0	0	543	15	3	39	39	19	540	17	3	45	32	19	541
B. about the same as my regular schoolwork	74	1	3	22	69	8	25	1	3	546	71	3	62	28	7	545	67	5	62	26	7	546
C. easier than my regular schoolwork	12	1	20	3	60	1	20	0	0	552	14	10	69	14	7	549	16	6	59	26	9	545
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	9	0	0	0	0	4	100	0	0	537	12	0	29	54	17	537	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	47	1	5	15	75	3	15	1	5	546	56	3	59	30	8	544	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	44	1	5	13	68	5	26	0	0	548	33	7	69	15	9	549	31	9	68	18	6	548
How much time do you spend reading at home each day?																						
A. more than one hour	7	0	0	1	33	2	67	0	0	545	19	0	62	33	5	545	18	8	64	20	8	547
B. 20 minutes to an hour	84	2	6	25	69	8	22	1	3	547	68	6	65	22	7	547	56	5	62	25	7	546
C. less than 20 minutes	5	0	0	0	0	2	100	0	0	537	6	0	33	58	8	541	12	2	50	32	15	542
D. I rarely read at home.	5	0	0	2	100	0	0	0	0	546	8	0	19	44	38	533	13	1	44	38	17	540
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	2	0	0	1	100	0	0	0	0	556	21	0	44	33	23	541	26	3	51	32	14	542
B. six to ten pages	35	0	0	10	67	5	33	0	0	547	28	2	56	39	3	544	28	3	59	28	9	544
C. eleven or more pages	63	2	7	17	63	7	26	1	4	546	51	7	67	21	6	547	47	7	63	23	7	546
Optional school/SAU question																						
A.	0										50	0	0	100	0	538						
B.	0										0											
C.	0										50	0	0	100	0	538						
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
 Grade: 5
 SAU: South Portland School Dept
 School: Dora L Small Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	5	10	10	5	1415	10
	2006-2007	5	12	14	6	1711	12
	2007-2008	3	7	16	7	1617	12
	Cum. Total*	13	9	40	6	4743	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	25	50	110	51	6503	45
	2006-2007	21	49	118	51	6778	48
	2007-2008	20	44	108	50	7284	52
	Cum. Total*	66	48	336	51	20565	49
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	16	32	63	29	3945	28
	2006-2007	14	33	71	31	3884	28
	2007-2008	16	36	59	27	3341	24
	Cum. Total*	46	33	193	29	11170	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	4	8	33	15	2434	17
	2006-2007	3	7	27	12	1683	12
	2007-2008	6	13	33	15	1778	13
	Cum. Total*	13	9	93	14	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	7.6	50.7	8.0	53.3	9.0	60.0
Cluster 2: Shape and Size	14	29	7.6	54.3	7.9	56.4	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	1.7	34.0	1.8	36.0	2.2	44.0
Cluster 4: Patterns	14	29	8.0	57.1	7.9	56.4	8.4	60.0

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: South Portland School Dept
 School: Dora L Small Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	45	3	7	20	44	16	36	6	13	543	216	7	50	27	15	543	14020	12	52	24	13	546
Ethnicity																						
African American/Black	3										8	0	13	75	13	536	392	5	33	32	31	537
American Indian or Native Alaskan	0										1						116	5	42	31	22	540
Asian or Pacific Islander	0										4						198	16	59	15	11	549
Hispanic	1										11	0	55	45	0	544	173	5	45	30	20	541
Caucasian/White	41	3	7	19	46	13	32	6	15	544	192	8	51	24	17	544	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	2	22	5	56	2	22	535	40	5	20	38	38	532	2390	2	29	34	35	534
No	36	3	8	18	50	11	31	4	11	545	176	8	57	25	10	546	11630	13	57	22	8	548
Current LEP																						
Yes	0										12	0	50	50	0	543	330	4	36	27	33	536
No	45	3	7	20	44	16	36	6	13	543	204	8	50	26	16	544	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	13	0	0	4	31	6	46	3	23	535	70	3	43	37	17	539	5461	5	46	30	19	541
No	32	3	9	16	50	10	31	3	9	546	146	10	53	23	14	546	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	45	3	7	20	44	16	36	6	13	543	216	7	50	27	15	543	14015	12	52	24	13	546
Gender																						
Female	23	2	9	12	52	6	26	3	13	546	102	6	51	28	15	543	6767	11	51	24	13	546
Male	22	1	5	8	36	10	45	3	14	540	114	9	49	26	16	544	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1755	1	37	39	23	538
No	45	3	7	20	44	16	36	6	13	543	216	7	50	27	15	543	12265	13	54	22	11	547
Gifted/talented program																						
Yes	5	3	60	2	40	0	0	0	0	564	21	48	48	5	0	562	464	58	40	2	0	564
No	40	0	0	18	45	16	40	6	15	540	195	3	50	30	17	541	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: South Portland School Dept
 School: Dora L Small Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										1	0	67	33	0	542	5	6	39	29	25	539
B. less than one hour	60	3	12	14	54	7	27	2	8	547	61	9	52	20	19	544	66	12	52	24	12	546
C. one to two hours	40	0	0	6	35	8	47	3	18	538	36	7	51	35	7	545	26	12	55	23	11	547
D. more than two hours	0										2	0	0	75	25	530	2	9	37	25	29	539
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	21	2	22	4	44	3	33	0	0	549	33	19	54	19	9	548	38	16	56	19	8	549
B. They match some of what I have learned.	65	0	0	15	54	9	32	4	14	543	54	0	58	33	10	544	48	9	53	26	12	545
C. They match just a little of what I have learned.	9	0	0	1	25	2	50	1	25	538	11	9	13	26	52	533	10	6	37	32	24	539
D. There is no match.	5	1	50	0	0	1	50	0	0	552	2	25	0	25	50	526	3	3	24	29	45	532
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	21	3	33	6	67	0	0	0	0	558	30	17	59	14	9	549	31	24	54	14	8	552
B. good	42	0	0	8	44	10	56	0	0	541	50	4	53	33	10	544	47	8	55	25	12	545
C. fair	33	0	0	6	43	5	36	3	21	541	17	3	31	36	31	537	19	2	43	35	20	539
D. poor	5	0	0	0	0	0	0	2	100	518	2	0	25	0	75	526	3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	21	0	0	2	22	6	67	1	11	539	22	2	51	32	15	540	18	5	42	30	22	540
B. about the same as my regular schoolwork	65	1	4	16	57	8	29	3	11	545	64	6	50	29	15	544	66	11	55	23	11	547
C. easier than my regular schoolwork	14	2	33	2	33	1	17	1	17	546	13	25	54	7	14	550	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	12	0	0	0	0	4	80	1	20	536	30	8	48	33	11	544	21	10	48	26	16	544
B. two or three days a week	58	1	4	14	56	8	32	2	8	544	34	8	57	24	11	545	36	13	54	23	10	547
C. two or three times each month	23	2	20	4	40	2	20	2	20	546	25	6	47	26	21	543	27	12	54	23	11	547
D. never or almost never	7	0	0	2	67	1	33	0	0	545	10	9	45	23	23	541	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	0										2	0	0	40	60	521	7	12	44	25	19	543
B. two or three days a week	30	0	0	5	38	7	54	1	8	542	25	8	45	36	11	544	30	13	53	23	11	547
C. two or three times each month	47	3	15	10	50	4	20	3	15	547	39	10	54	23	13	545	34	12	54	23	10	547
D. never or almost never	23	0	0	5	50	4	40	1	10	540	33	6	54	25	16	544	29	9	50	25	16	544
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	0										3	0	43	43	14	540	7	7	40	25	28	539
B. 30–45 minutes	26	0	0	4	36	4	36	3	27	538	40	4	55	25	16	544	31	7	49	29	15	543
C. 45–60 minutes	72	3	10	15	48	11	35	2	6	545	45	11	47	32	11	545	40	12	55	23	10	547
D. more than 60 minutes	2	0	0	1	100	0	0	0	0	552	11	13	50	13	25	543	23	18	54	19	9	549
Optional school/SAU question																						
A.	0										50	0	100	0	0	544						
B.	0										0											
C.	0										50	0	0	0	100	524						
D.	0										0											

ELA-WRITING RESULTS

Test Date: March 2008
Grade: 5
SAU: South Portland School Dept
School: Dora L Small Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 2007-2008 Cum. Total*	0 0	0 0	1 0	0 0	260 46	2 0
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 2007-2008 Cum. Total*	25 18	58 40	133 87	58 41	7844 6041	56 43
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 2007-2008 Cum. Total*	17 25	40 56	88 117	38 55	5365 7330	38 52
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 2007-2008 Cum. Total*	1 2	2 4	8 10	3 5	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	10.6	53.0	10.7	53.5	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	5.6	46.7	5.6	46.7	5.6	46.7
Standard English Conventions (Standard F)	8	40	5.0	62.5	5.1	63.8	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-WRITING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: South Portland School Dept
 School: Dora L Small Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	45	0	0	18	40	25	56	2	4	537	214	0	41	55	5	538	13972	0	43	52	4	538
Ethnicity																						
African American/Black	3										8	0	38	63	0	538	382	0	31	57	11	534
American Indian or Native Alaskan	0										1						116	0	28	66	6	534
Asian or Pacific Islander	0										4						196	2	55	42	2	541
Hispanic	1										9	0	11	89	0	535	170	0	29	62	9	535
Caucasian/White	41	0	0	16	39	23	56	2	5	537	192	0	42	53	5	538	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	1	11	6	67	2	22	530	40	0	8	68	25	528	2372	0	12	72	16	529
No	36	0	0	17	47	19	53	0	0	539	174	0	48	52	0	540	11600	0	50	48	1	539
Current LEP																						
Yes	0										10	0	30	70	0	538	319	0	30	58	12	533
No	45	0	0	18	40	25	56	2	4	537	204	0	41	54	5	538	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	13	0	0	6	46	5	38	2	15	535	68	0	26	62	12	534	5435	0	32	61	7	535
No	32	0	0	12	38	20	63	0	0	538	146	0	47	51	1	539	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	45	0	0	18	40	25	56	2	4	537	214	0	41	55	5	538	13967	0	43	52	4	538
Gender																						
Female	23	0	0	15	65	8	35	0	0	542	101	0	51	48	1	540	6750	1	55	43	2	540
Male	22	0	0	3	14	17	77	2	9	533	113	0	31	61	8	536	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1745	0	26	69	5	534
No	45	0	0	18	40	25	56	2	4	537	214	0	41	55	5	538	12227	0	46	50	4	538
Gifted/talented program																						
Yes	5	0	0	3	60	2	40	0	0	546	21	0	67	29	5	544	464	2	74	23	0	545
No	40	0	0	15	38	23	58	2	5	536	193	0	38	58	5	537	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–WRITING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: South Portland School Dept
 School: Dora L Small Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										1	0	0	33	67	523	5	0	29	57	14	533
B. less than one hour	60	0	0	10	38	16	62	0	0	538	61	0	39	57	3	538	66	0	44	52	3	538
C. one to two hours	40	0	0	8	47	9	53	0	0	539	36	0	47	51	1	540	26	0	45	52	3	538
D. more than two hours	0										2	0	25	50	25	529	2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	23	0	0	5	50	5	50	0	0	543	28	0	53	46	2	541	25	1	54	42	3	540
B. good	47	0	0	8	40	12	60	0	0	538	46	0	39	59	2	538	50	0	46	51	3	538
C. fair	30	0	0	5	38	8	62	0	0	536	23	0	35	57	8	535	22	0	29	65	6	535
D. poor	0										2	0	20	60	20	532	3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	10	0	0	0	0	4	100	0	0	534	16	0	27	67	6	535	14	0	33	56	10	535
B. about that same as my regular schoolwork	67	0	0	13	46	15	54	0	0	539	59	0	44	54	2	538	65	0	45	52	3	538
C. easier than my regular schoolwork	24	0	0	4	40	6	60	0	0	540	25	0	44	50	6	539	21	0	45	51	4	538
Optional school/SAU question																						
A.	0										50	0	100	0	0	546						
B.	0										0											
C.	0										50	0	0	100	0	538						
D.	0										0											